

CTE Student Performance Improvement Plans  
1S2 – Academic Attainment - Mathematics

AVD	Improvement Plan	Evaluation Method
17	<p>The career counselor and the career counselor assistant will gather the names, following the GQE testing, of those students who did not successfully pass the mathematics portion of the test from the home school counselors. These names will be passed to our remediation instructor to work individually with these students in the area of mathematics.</p>	<p>Short-term: Monthly meetings with the home school counselors will assist in monitoring progress as well as identifying potential students at risk for mathematic proficiency.</p> <p>Long-term: 1S2 Academic Attainment - Mathematics Rates.</p>
26	<p>We are planning a series of meetings at the building and district level to assist counselors, department heads, and school administrators focus more closely on the Language Arts and Math assessment tests required. This improvement process involves first setting more tangible goals and objectives for the specific curriculum and then working at the building level to determine what, how much, and how well students are learning before the assessment tests are given at the end of the term. Learning strategies may include summative assessment tools that focus on select tests and assignments that both teach and test the required curriculum that is most aligned with the end of course objectives. Helping to eliminate the learning gaps during the year should improve student performance and assist the instructors in developing a consistent outlined sequence for the major test and assignments that will correctly measure student performance before deficiencies manifest themselves on the end of course assessments.</p> <p>Additionally, I am presently in discussion with the Sylvan Learning Center in Anderson to provide a workshop and list of resource materials here at the Ebbertt Center to help our students prepare and improve their performance on the end of course assessments in Language Arts and Math. We trust that the skills and techniques that our students and staff learn will translate into higher scores and improved academic performance in this regard. Sylvan is willing to offer this work shop at no cost and provide individual remediation if necessary on a referral basis. Our students may also participate in our Virtual School to not only regain lost credits, but also do specific skill building and remediation to improve their academic performance in both Language Arts and Math. Licensed teachers are available at their home to assist them in their Language Arts and Math labs during their school day. As well as after school in our Virtual School at the Ebbertt Center after school day.</p> <p>We have also just received a grant to allow our students to work with WIN course readiness software that will allow students to gain the necessary career readiness skills needed to succeed in specific career areas.</p> <p>Teachers are in the process of receiving the training they need and will begin to incorporate this software into their curriculum on a course by course basis. Students using the software will know precisely what skills in Language Arts, Math, reading comprehension, and problem solving to successfully enter key career areas. This is the same software that adults may use as they transition and qualify for new career skills needed. Our hope is, providing additional resources, improved software and technology, will assist both our students and staff in bringing about the improvement needed in the end of course assessments in Language Arts and Math.</p>	<p>District meetings to be announced will share expectations and performance indicators with counselors, department heads and administrators at the building level.</p> <p>Monthly Faculty Meetings will include a discussion and review of best practice from various sources teachers can implement in their classrooms to improve this area.</p> <p>The staff will be assigned to read a book entitled, <u>Classroom Instruction that Works</u> by Robert J Marzano. We will discuss chapters each month in small groups to share best practice and Marzano's research based strategies for increasing student's achievement.</p> <p>Students at the Ebbertt Center and throughout the district may enroll in Ebbertt's Virtual School to use Plato software to retrieve any lost credits that count toward graduation and that will allow them to improve their academic performance and basic skills in this area.</p> <p>Presently our district has received a grant to work with the WIN Career Readiness Courseware that will allow our students to have targeted instruction and practice in basic academic skills in Language Arts and Math. These opportunities will be available and incorporated in our classrooms as well as our computer labs during the day and also after school.</p>

32	<p>The IPS Career Technology Magnet at Arsenal Technical High School will....</p> <ul style="list-style-type: none"> <li>• Access available resources for teaching special needs students and disseminate information as well as develop strategies during a weekly PLC meeting devoted to the needs of special education students. <i>* Special Education resource person will provide information on working with special needs students and differentiated learning 2-3 times per month during PLC.</i></li> <li>• Work with academic core teachers to create cross-curriculum, project based learning opportunities that also work toward increasing relevancy of core subject matter. <i>For example: Auto-body and Chemistry, Design and Econ. (This strategy may not be implemented until next year unless said teachers have compatible schedules).</i> CTE teachers will work toward fostering relevancy of their course to other academic subjects (see above examples) <i>* Reflected within lesson plans.</i></li> <li>• CTE classes that share a Career Pathway and share some common technical skills will meet as a group or trade teachers in order to reinforce skills in various teaching modalities.</li> <li>• Include Bloom's taxonomy regarding Psychomotor domain is included in each CTE class curriculum. <i>* Reflected within lesson plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students receiving certifications in CTE classes.</li> <li>• Each CTE program will have a set of skills goals that will be reached by each student at the end of each semester.</li> <li>• Improved grades within CTE classes.</li> <li>• Enrollment increase within CTE programs.</li> <li>• Increase in students achieving program certificate</li> </ul>
38	<p>The data was reflected at 0% which is a data gathering error. We plan to correct the error in the reporting process.</p>	<p>We will do an in-house tabulation to see what the actual level is and proceed to implement correct data for 2009-2010. The new calculated data will for 1S2 will be provided to DWD.</p>
48	<p>Obviously this is an unacceptable level for passing the Mathematics test if we assume that this test measures appropriate skill needed for success in the adult world. Our plan will include an emphasis on instruction which includes improvement of math skills. So we have two goals, help students pass the retake test and help students acquire math skills necessary for success in life. We will encourage the action plan to be a team approach between the student's math teachers (if they are taking a math class) and CTE teachers.</p>	<p>We will evaluate progress by gathering retake test scores on targeted students.</p>